

**Texas Education Agency  
Standard Application System (SAS)**

**2015–2020 Texas Title I Priority Schools, Cycle 4**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">           RECEIVED            TEXAS EDUCATION AGENCY            2015 AUG 20 AM 10:52            DOCUMENT CONTROL CENTER            DISCRETIONARY GRANT         </div>
<b>Grant period:</b>	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
<b>Application deadline:</b>	5:00 p.m. Central Time, August 20, 2015	
<b>Submittal information:</b>	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>							
Organization name			County-District #		Campus name/#		Amendment #
Pharr San Juan Alamo ISD			108909		Southwest Early College High School - 108909007		
Vendor ID #		ESC Region #		US Congressional District #		DUNS #	
1746001876		1		15		0238840670000	
Mailing address				City		State	ZIP Code
601 E. Kelly				Pharr		TX	78577-4905
<b>Primary Contact</b>							
First name		M.I.	Last name			Title	
Dr. Daniel		P	King			Superintendent	
Telephone #		Email address				FAX #	
956-354-2000		drking@psjaisd.us				(956) 354-3000	
<b>Secondary Contact</b>							
First name		M.I.	Last name			Title	
Narciso			Garcia			Deputy Superintendent	
Telephone #		Email address				FAX #	
956-354-2000		narciso.garcia@psjaisd.us				(956) 354-3008	

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Daniel	P.	King	Superintendent
Telephone #	Email address		FAX #
956-354-2000	drking@psjaisd.us		(956) 354-3000
Signature (blue ink preferred)		Date signed	

  
 Only the legally responsible party may sign this application.

701-15-107-051

**Schedule #1—General Information (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> <li>1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements.</li> <li>2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions</li> <li>4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the <b>transformation model</b> , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of</li> </ol> </li> </ol> </li> </ol>

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	<p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Texas state-design model</u></b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b><i>Early College High School</i></b> (ECHS). In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.</p>

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1.**

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
  - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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- (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	<p>The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.</p>
9.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Early Learning Intervention Model</b> in an elementary school, the campus will implement in accordance with the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Offer full-day kindergarten.</li> <li>2. Establish or expand a high-quality preschool program.        A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:       <ol style="list-style-type: none"> <li>(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;</li> <li>(B) High-quality professional development for all staff;</li> <li>(C) A child-to-instructional staff ratio of no more than 10 to 1;</li> <li>(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;</li> <li>(E) A full-day program;</li> <li>(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;</li> <li>(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;</li> <li>(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;</li> <li>(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;</li> <li>(J) Program evaluation to ensure continuous improvement;</li> <li>(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;</li> <li>(L) Evidence-based health and safety standards.</li> </ol> </li> <li>3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.</li> <li>4. Provide educators, including preschool teachers, time for joint planning across grade levels.</li> <li>5. Replace the principal who led the school prior to the commencement of the early learning model.</li> <li>6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--       <ol style="list-style-type: none"> <li>(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>(B) Are designed and developed with teacher and principal involvement;</li> </ol> </li> <li>7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,</li> </ol>

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	<p>after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <ol style="list-style-type: none"> <li>8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.</li> <li>9. Use data to identify and implement an instructional program that is:             <ol style="list-style-type: none"> <li>(A) Research-based;</li> <li>(B) Developmentally appropriate;</li> <li>(C) Vertically aligned from one grade to the next as well as aligned with State academic standards;</li> <li>(D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.</li> </ol> </li> <li>10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</li> <li>11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:             <ol style="list-style-type: none"> <li>(A) Aligned with the school's comprehensive instructional program</li> <li>(B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.</li> </ol> </li> <li>12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).</li> <li>13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.</li> <li>14. Enroll in the Children's Learning Institute (CLI), <a href="#">CLI Engage</a> platform, and utilize the <a href="#">Texas School Ready!</a> child progress monitoring assessments with pre-kindergarten students.</li> </ol> <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p>
10.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>turnaround model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ol style="list-style-type: none"> <li>(A) Screen all existing staff and rehire no more than 50 percent; and</li> <li>(B) Select new staff</li> </ol> </li> <li>3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> </ol>

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

11.
  1. Implement an evidence-based whole-school reform in partnership with a model developer.
    - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
  2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>  
These approved models are supported by:
    - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
    - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
    - (C) A study which used a large sample and multi-site sampling.
  3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
  4. The whole-school model must implement the model for all students in the school.
  5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
    - (A) School leadership
    - (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>restart model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>closure model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b><u>Rural LEA applicant</u></b> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <b><u>Whole-School Reform model</u></b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>  These approved models are supported by: <ol style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> </ol> </li> </ol>

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	<p>(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.</p> <p>(C) A study which used a large sample and multi-site sampling.</p> <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p>
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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By TEA staff person:

**Schedule #4—Request for Amendment**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
\$	\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Campus Overview:** PSJA ISD, a state leader in education innovations, proposes comprehensive school reform in its Southwest Early College High School (SWECHS) located in one of the most disadvantaged parts of southern Pharr, Texas called Las Milpas. Las Milpas was formerly known as a *colonia*, a neighborhood of substandard housing. Many improvements have been made; however, the poverty rate remains over 40% or 7 out of 9 census tracts in 2014. (For this reason, PSJA ISD is seeking a federal Promise Zone designation.)

Tract #	213.02	214.01	215	216	218.03	218.04	219.01	220.03	220.04
Pov Rate %	43.90%	49.30%	49.0%	43.80%	47.90%	57.60%	41.80%	38.60%	40.10

The area holds the least number of college graduates per capita in the region. Among these great needs, PSJA ISD boldly designated SWECHS as an early college model campus five years ago. The campus is 99% Latino and 98% economically disadvantaged. Despite high expectations, system change has been slower than hoped. SWECHS consistently performs lowest of the district's five high schools. It remains a focus school with a student achievement index score of 53 in 2014. SWECHS did not meet standard in postsecondary readiness in 2014. While there have been steady gains in academics annually each year with improving scores in English Language Arts and Mathematics, it is believed that the English language acquisition in the predominantly Latino student population has challenged school progress. The ELL population comprises 33% of the student body. SWECHS students come from the greatest challenges and deserve the greatest resources to make the progress they deserve. As a designated Texas Design Model for ECHS already, the adoption of a comprehensive whole school reform model qualifies SWECHS for special consideration due to the historic challenges and unique vision.

**Mission:** Southwest Early College High School's mission is to provide a quality education in a positive environment and to help our students become college ready, college connected and college complete. Working with campus and district curriculum leaders, we have created a rigorous course of studies that prepares students for the STAAR End of Course Exams and for the academic challenges of post-secondary education. Our designation as a campus-wide early college high school allows us to offer students a jump start on their college education as early as their freshman year, for qualifying students. In addition, our fine arts, athletics and extracurricular programs help make Southwest ECHS students well rounded and balanced.

**Vision and Focus for SWECHS School Reform:** District and campus administration, SWECHS' dedicated faculty, parents and families along with community leaders have come together through a rigorous needs assessment to strategically plan *Whole School Reform utilizing the Positive Action System for School Improvement*. Educate Texas will serve as the model developer and shepherd the systemic change necessary for SWECHS to reach its maximum potential. The primary focus will be academic achievement in ELA and Mathematics with special attention and resources to the ELL population. This will require rigorous professional development and accountability. For this reason a model developer and a technical assistance advisor will be contracted to coach and monitor TAIS implementation with critical success factors.

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**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Sense of Urgency for Change:** With steady but not statistically significant gains in STAAR testing and only 33 students graduating with their associates' degree, SWECHS is not reaching its potential as an Early College High School. Whole School Reform is needed to breakthrough history cycles of poverty and underachievement.

**High expectations for Results:** The overarching project goal for SWECHS TTIPS Project is to improve our students' performance on STAAR End of Course exams, to increase student progress in meeting the passing standards on these same tests, to close the achievement gap between our sub-populations and the all-student group, and to increase our post-secondary readiness programs and outcomes by embarking on a Whole School Reform Model with a Positive Action Strategy to result in measureable systemic change. PROJECT MEASUREABLE OUTCOMES include:

- CSF 1, 2 –** 1.) Improve academic Success that results in 90% of students passing standard by 2020.  
**CSF 1 –** 2.) Improve graduation rate at or above district rate of 92% by 2020.  
**CSF 1 –** 3.) Students graduating with associates degrees will rise by 50% by 2020.  
**CSF 2, 6, 7 –** 4.) 100% of teachers excelling in data driven instruction through training, accountability and culture change.  
**CSF 3, 6 –** 5.) Principal and lead team will fully implement Positive Action Whole School Approach by 2016-2017.  
**CSF 4 –** 6.) Students engagement level in campus life will improve by 25% as measured by pre and post measures as a result of increased learning time afterschool and before school.  
**CSF 5 –** 7.) Parent and Family Engagement engagement will increase by 5% annually as measured by participation from baseline to end of year measures.

**Operational Flexibilities that will be afforded the campus in a reform effort –** The district will afford the campus operational flexibility to increase learning time through before school, after school, decreased lunch time, extended day world of work internships or Saturday efforts to be determined by the compliance monitor and the leadership team. Additionally, campus administration will be able to determine what literacy initiatives to utilize for school year and summer reading which may be outside the district wide practices. These determinations will be made based on assessments and cultural relevance to the campus population.

PSJA ISD and SWECHS personnel, students and families will benefit from this project by the following.

- **Organizational structures**

Last year was the first time SWECHS utilized a data driven curriculum writing structure. Improvements were seen as familiarity with the process grew. Principal Marquez anticipates greater improvements with experience. Implementing the Positive Action strategy particularly to ELA teaching will improve accountability and advance skill in data driven teaching. The consultants to be utilized will provide both the shepherding and the coaching needed to insure success. Additional gains through the organizational structure are anticipated as our design calls for a social worker to assist students and families in need to navigate social services for greater family stabilization thereby contributing to academic outcomes.

- **Existing capacity and resources**

SWECHS is a state of the art campus bringing much needed resources to the community. Equipment for successful instruction is needed and is built into the project budget to enhance program design not supplant other Title 1 funds. Parents and families consistently report that transportation is an issue in the region; therefore a parent center located on campus site will be provided through the grant budget.

- **Communication structures**

Communication for systemic change cannot only be top down but must be reflexive in nature. Nevertheless school leadership sets the tone for change. The Positive Action Model for communicating school wide change will be provided through the Positive Action has a Principal's (Climate) Kit with complementary training options to develop school leadership:

- a committee with representatives from the whole school to direct and conduct regular meetings;
- activities and items for the whole school population, to coordinate all students' academic and other activities and to encourage and reinforce positive behaviors. Handbooks for parents and support staff explaining their roles in creating a positive, supportive school culture. All are based on a single implementation schedule.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 108909 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

**Budget Summary**

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$1,228,466	\$114,700	\$0	\$1,244,539	\$118,141	\$1,261,099	\$121,686	\$1,278,146	\$125,366	\$1,295,710	\$129,096	\$6,916,915
#8-Professional and Contracted Services	6200	\$272,200	\$0	\$0	\$244,600	\$0	\$203,200	\$0	\$203,200	\$0	\$203,200	\$0	\$1,126,400
#9-Supplies and Materials	6300	\$133,313	\$5,000	\$0	\$97,780	\$5,000	\$97,780	\$5,000	\$97,780	\$5,000	\$97,780	\$5,000	\$549,433
#10-Other Operating Costs	6400	\$80,754	\$0	\$0	\$80,754	\$0	\$80,754	\$0	\$80,754	\$0	\$80,754	\$0	\$403,770
#11-Capital Outlay	6600/ 15XX	\$47,170	\$0	\$0	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0	\$147,170
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No													
Percentage% indirect costs (see note):		N/A	\$1,948	N/A	N/A	\$2,004	N/A	\$2,062	N/A	\$2,121	N/A	\$2,182	\$10,317
Grand total of budgeted costs (add all entries in each column):		\$1,755903	\$21,648	0	\$1692,673	\$120,145	1,667,829	\$128,748	\$1,684,880	\$13,2457	\$1,702,444	\$136,278	\$9,143,005

**Administrative Cost Calculation**

Enter the total grant amount requested:

\$9,143,005

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$957,150.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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RFA #701-15-107; SAS #191-16  
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)										
County–district number or vendor ID: 108909					Amendment # (for amendments only):					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
1	Teacher	4	0	\$240,000	\$0	\$247,200	\$254,616	\$262,254	\$270,123	\$1,274,193
2	Educational aide	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	Tutor	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Program Management and Administration										
4	Project Director	1	0	\$87,300	\$0	\$89,919	\$92,617	\$95,395	\$98,257	\$463,488
5	Project Coordinator	1	0	\$79,500	\$0	\$81,885	\$84,342	\$86,872	\$89,478	\$420,077
6	N/A	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Auxiliary										
7	Grant Clerk	1	0	\$27,400	\$0	\$28,222	\$29,069	\$29,941	\$30,839	\$145,471
8	N/A	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	N/A	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Employee Positions										
10	Social Worker	1	0	\$52,500	\$0	\$54,075	\$55,697	\$57,368	\$59,089	\$278,729
11	CTE Transition Specialist	1	0	\$67,600	\$0	\$69,628	\$71,717	\$73,868	\$76,084	\$358,897
12	N/A	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	Subtotal employee costs:			\$554,300	\$0	\$570,929	\$588,058	\$605,698	\$623,870	\$2,942,855
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			\$5,000	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
15	6119 Professional staff extra-duty pay			\$544,500	\$0	\$544,500	\$544,500	\$544,500	\$544,500	\$2,722,500
16	6121 Support staff extra-duty pay			\$6,840	\$0	\$6,840	\$6,840	\$6,840	\$6,840	\$34,200
17	6140 Employee benefits			\$232,526	\$0	\$235,411	\$238,383	\$241,444	\$244,596	\$1,192,360
18	61XX Tuition remission (IHEs only)			\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Subtotal substitute, extra-duty, benefits costs			\$788,866	\$0	\$791,751	\$794,723	\$797,784	\$800,936	\$3,974,060
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,343,166	\$0	\$1,362,680	\$1,382,781	\$1,403,482	\$1,424,806	\$6,916,915

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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## Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

## Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose: N/A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: Printing materials needed: PBIS initiatives, College Readiness Initiatives (Banners/Brochures/Flyers) and for Parental/Community Engagement	\$5,000	\$0.00	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$5,000	\$0.00	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000

## Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Consultant-Model Developer for TTIPS Grant	<input checked="" type="checkbox"/>	\$138,000	\$0.00	\$110,400	\$69,000	\$69,000	\$69,000	\$455,400
2	Consultant- Technical Assistance for grant/program management	<input checked="" type="checkbox"/>	\$21,600	\$0.00	\$21,600	\$21,600	\$21,600	\$21,600	\$108,000
3	Consultant- School Climate Training (PBIS)	<input checked="" type="checkbox"/>	\$3,000	\$0.00	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
4	Consultant- Parental Engagement Services (GED/ESL Classes)	<input checked="" type="checkbox"/>	\$2,400	\$0.00	\$2,400	\$2,400	\$2,400	\$2,400	\$12,000
5	Consultant Services – Project Based Learning (PBL) Training	<input checked="" type="checkbox"/>	\$10,000	\$0.00	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
6	Consultant Services – College Readiness Testing Services for 100 students	<input checked="" type="checkbox"/>	\$34,200	\$0.00	\$34,200	\$34,200	\$34,200	\$34,200	\$171,000
7	Consultant Services – Data Analysis Consultant	<input checked="" type="checkbox"/>	\$8,000	\$0.00	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
8	Consultant Services – ELA/Math/Science/Social Studies Content Based Pedagogy Training to increase academic performance	<input checked="" type="checkbox"/>	\$25,000	\$0.00	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
9.									
b.	Subtotal of professional services, contracted services, or subgrants:								
a.	Subtotal of professional and contracted services requiring specific approval:		\$5,000	\$0.00	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
b.	Subtotal of professional services, contracted services, or subgrants:		\$267,200	\$0.00	\$239,600	\$198,200	\$198,200	\$198,200	\$1,101,400
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	(Sum of lines a, b, and c) Grand total		\$272,200	\$0	\$244,600	\$203,200	\$203,200	\$203,200	\$1,126,400

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 108909						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Desktop Computers	FTE Computers	3	\$850							
	2	Printers	FTE grant program staff	9	\$475							
	3	Laptop Computers	FTE grant Laptop computers	6	\$739							
	4	Scanner	grant management & instructional use	7	\$1,140							
	5	Label Maker	Management and archiving of grant documentation.	3	\$200							
	6	Microphone	Improve school climate.	1	\$1,626	\$35,533	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,533
	7	Digital Microscopes	Instructional Science Labs.	10	\$437							
	8	Graphing Calculator	Increase math/science achievement.	45	\$141							
	9	Calculator Stations	Recharge calculators for math/science classrooms.	11	\$123							
	10	Charging Station	Parental Engagement Laptops charging station for	2	\$1,000							
6399	Technology software—Not capitalized					\$2,780	\$0.00	\$2,780	\$2,780	\$2,780	\$2,780	\$13,900
6399	Supplies and materials associated with advisory council or committee					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Subtotal supplies and materials requiring specific approval:					\$38,313	\$0.00	\$2,780	\$2,780	\$2,780	\$2,780	\$49,433
	Remaining 6300—Supplies and materials that do not require specific approval:					\$100,000	\$0.00	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000
	Grand total:					\$138,313	\$0.00	\$102,780	\$102,780	\$102,780	\$102,780	\$549,433

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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## Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108909

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$2,400	\$0.00	\$2,400	\$2,400	\$2,400	\$2,400	\$12,000
	Specify purpose: BUS \$4.00 per mile x 600 miles (5 college visits per year)							
	Stipends for non-employees (specific approval required only for nonprofit organizations)							
6413	Specify purpose: N/A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6419	Specify purpose: N/A							
	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees							
6411/ 6419	Specify purpose: In district, state and out of state travel required							
	In-district staff local mileage reimbursement;		\$0	\$25,354	\$25,354	\$25,354	\$25,354	\$126,770
	State travel for admin, teachers, SWKR, librarian, CTE Transition Specialist, DIR, and PC to attend PD CSF	\$25,354						
6429	Out-of-State Travel administration /teachers to attend national PD							
	Actual losses that could have been covered by permissible insurance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6490	Indemnification compensation for loss or damage	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6499	Advisory council/committee travel or other expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Membership dues in civic or community organizations (not allowable for university applicants)							
	Specify name and purpose of organization: N/A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)							
	Specify purpose: Printing Costs for curriculum alignment/college readiness	\$3,000	\$0.00	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
	Subtotal other operating costs requiring specific approval:	\$30,754	\$0	\$30,754	\$30,754	\$30,754	\$30,754	\$153,770
	Remaining 6400—Other operating costs that do not require specific approval:	\$50,000	\$0.00	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
	<b>Grand total:</b>	<b>\$80,754</b>	<b>\$0.00</b>	<b>\$80,754</b>	<b>\$80,754</b>	<b>\$80,754</b>	<b>\$80,754</b>	<b>\$403,770</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

**Schedule #11—Capital Outlay (6600/15XX)**

Amendment number (for amendments only):

County-District Number or Vendor ID: 108909

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>										
1	Library Books/Electronic Books will increase reading resources in the campus library to help increase student achievement.	N/A	N/A	\$25,000	\$0.00	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
<b>66XX/15XX—Technology hardware, capitalized</b>										
2	Laptops -Parental Engagement Classes (GED/ESL)	30	\$739	\$22,170	\$0	\$0	\$0	\$0	\$0	\$22,170
3	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>66XX/15XX—Technology software, capitalized</b>										
7	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>66XX/15XX—Equipment, furniture, or vehicles</b>										
12	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	N/A	N/A	N/A	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>										
16	N/A									
<b>Grand total:</b>				<b>\$47,170</b>	<b>\$0.00</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$147,170</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting and Budgeting Guidance section of the Division of Grants Administering a Grant page.

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RFA #701-15-107; SAS #191-16  
2015–2020 Texas Title I Priority Schools, Cycle 4

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	1,743		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	2	0.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	1,723	98.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	15	0.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	3	0.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	1,717	98.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	575	33.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	117	6.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	469		eSchoolPLUS Database 10.1.4.12 PSJA ISD Student Data Center. ISS OSS DAEP Counts by 2014.
Disciplinary placements in In-School Suspension	154		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	272		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	43		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	38		2014-2015 PEIMS report #425; code #C164
Attendance rate		93.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		87.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	329	58.0%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	847	52.0%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested	Not established	N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria	Not established	N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A	Not established	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A	Not established	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SWECHS is consistently PSJA ISD's lowest scoring comprehensive high school and therefore needs the greatest amount of resources.

**PSJA ISD High Schools' STAAR Accountability Over 3 Years - Index Ratings**

	2013				2014				2015			
Campus	Index 1	Index 2	Index 3	Index 4	Index 1	Index 2	Index 3	Index 4	Index 1	Index 2	Index 3	Index 4
PSJA HS	62	23	65	97	60	14	35	68	59	18	34	79
Memorial	59	20	66	96	58	11	35	66	62	20	36	74
North HS	58	19	62	95	58	13	33	64	70	23	40	81
Southwest	52	19	63	94	53	22	31	20	60	23	33	78
Jefferson E	80	23	81	10	88	16	47	80	89	32	51	90

SWECHS did not meet state standard testing scores in the 2013-2014 school year. School officials are working to raise scores by identifying the root causes of low student scores and implementing strategies to address issues for 2015.

	Specific Problem Statements	Root cause
1.	ELL students performed at 21%. State standard is 55% on ELA EOC.	Teachers did not effectively implement the English Language Proficiency Standards (ELPS) campus-wide.
2.	41% of ALL students passed ELA EOC in comparison to the state standard of 55%.	The accountability system was not understood and therefore not a priority.
3.	20% of campus testers meet STAAR.	Teachers lack training in implementing rigorous instruction.
4.	SWECHS 2014 Graduation rate was 83.5% compared to the district rate of 91.7%.	Campus did not have systems in place for students, parents, and staff to be knowledgeable about graduation requirements.

PSJA ISD is located in the Rio Grande Valley and Hidalgo County, Texas along the northern border of Mexico known simultaneously for its explosive economic growth and some of the highest poverty rates in the United States with 44.8% of the population under the age of 18 living in poverty (U.S. Bureau, 2012). The per capita income in Hidalgo County is only \$14,126 compared to the State of Texas' \$25,809 (U.S. Bureau, 2012). Twenty-six percent of the population over the age of 25 have less than a 9th grade education, and 13.6% have a high school education without a high school diploma (U.S. Bureau, 2012). Of the same group, only 15.6% have a bachelor's degree or higher (U.S. Census, 2012). Many students who attend PSJA ISD live with their families in colonias—low income, unorganized neighborhoods characterized by the lack of safe, sanitary, and sound housing, where many go without basic services such as potable water, adequate sewage systems, proper drainage, paved streets, and public utilities (TDHCA, 2013). The negative correlations of poverty and children and their later life outcomes have been widely documented. Research indicates that the education level of a parent is a significant predictor of a child's educational achievement and behavior outcomes. Educated parents raise children with healthy self-perceptions when it comes to their academic abilities. Through mega analyses of experimental and quasi-experimental studies, Coley and Baker, 2013 found that children growing up in poverty complete less schooling, work and earn less as adults, are more likely to receive public assistance.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	156.2		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	118.2	75.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	19.8	12.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	6.0	3.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	12.2	7.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	102.2	86.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	14.0	11.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	1.0	0.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	24.3	20.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	40.8	34.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	23.0	19.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	21.1	17.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	8.9	7.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$43,798		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$44,012		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$46,670		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$51,304		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	\$60,402		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	50.0	24.39%	2014 eFinance Plus Staff Degree Stats Database Southwest HS 007
Staff with Bachelor's degree as highest level attained	102.0	49.76%	2014 eFinance Plus Staff Degree Stats Database Southwest HS 007
Staff with Master's degree as highest level attained	50.0	24.39%	2014 eFinance Plus Staff Degree Stats Database Southwest HS 007
Staff with Doctoral degree as highest level attained	3.0	1.46%	2014 eFinance Plus Staff Degree Stats Database Southwest HS 007

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2014, SWECHS had 118 teachers for a student population of 1,743, making the student/ teacher 14.7 :1. The faculty is relatively young with an average teaching experience between 5 and 6 years. Seventeen percent (20.6%) of teachers were considered new teachers. Faculty mirror student demographics with over 86.5% Hispanic. While the SWECHS faculty is dedicated and approachable, their relative youth makes teacher mentoring models challenging. These facts further justify the leadership's choice for a Whole School Reform Model such as **Positive Action**. These facts also justify the need for a generous professional development budget.

Texas has a deficiency of advanced placement courses. PSJA ISD currently has 625 teachers teaching high school courses. However, only 17% (29) hold a master's degree in their core content area. SWECHS currently has: 23 Career and Technology, 6 English Language Arts, 12 Fine Arts, 2 Foreign Language, 20 Language Arts, 16 Mathematics, 13 Physical Education, 15 Science, 10 Special Education, and 13 Social Studies teachers. Only 32 Teachers hold a Master's Degree at SWECHS.

Currently, SWECHS has the following four major subject endorsements with multiple pathways with each endorsement available for all students: STEM: 6, Business Industry: 31, Public Service: 19, and Arts and Humanities: 15. However, some of the pathways listed are not available because of a lack of teachers to teach the advanced math or science course. There is unquestionably a shortage in teachers to teach advanced course work such as engineering math etc. With district mandates that all students graduate under the distinguished plan, a minimum of twenty-five teachers will be needed to teach advanced math and science classes to meet the graduation needs of these students. Only Seventy percent of the student population met the minimum standard on the 2014 Algebra 1 and Biology STAAR exams, 15% below the state's average of 80%. The above mentioned data indicates the lack of teaching experience directly impacts student performance.

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County-district number or vendor ID: <b>108909</b>															Amendment # (for amendments only):	
<b>Part 5: Students to Be Served with Grant Funds.</b> Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.																
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
										558	457	394	334	1,743		
<b>Part 6: Teachers to Be Served with Grant Funds.</b> Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.																
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
										38	31	27	22	118		

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**Schedule #13—Needs Assessment**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Needs Assessment Process:**

The SWECHS TTIPS Project is designed to meet the needs of the campus improvement plan, which is TAIS aligned and fulfills the ECHS Model simultaneously with the Positive Action Strategy. The Needs Assessment that led to these decisions about model alignment and strategies were reached through a comprehensive needs assessment process which followed these steps: 1) clarification and prioritization of problem statements, 2) establish the purpose of the needs assessment/ establish the team, 3) gather data, 4) data analysis review and 5) root cause analysis. The stakeholders, documents and processes involved are represented graphically ahead on page 30. The superintendent, assistant superintendent and grant department director reviewed data to choose the campus most needing improvement. The parent engagement department conducted a district wide assessment in May prior to the end of school year 2014-2015 which was utilized. Community stakeholders were engaged throughout the spring and summer semesters through focus groups. Surveys were also utilized. Building upon the Stakeholder Feedback Diagnostic utilized in the ECHS Model, campus committees and campus leadership met weekly throughout to further define problem areas and engage faculty.

**Analysis Leading to Problem Statements Aligned to Critical Success Factors:**

Data and thematic analysis of feedback led to the definition of key problem areas at SWECHS which historically is the lowest performing high school in the district. These areas are: academics generally and specifically the needs of the ELL population, increase college readiness, faculty professional development to enhance school climate for positive student and family engagement, application of learning to the world of work, behavioral supports, human services assistance low income families needs, parent and family engagement specifically literacy supports and strategies to diminish the effect of the digital divide in Las Milpas. Problem statements were drafted which aligned to the critical success factors. Analyzing the data which included all the themes above, the leadership team drafted the following problem statements. A) SWECHS has consistently performed below standard academically, particularly among the ELL population (**addresses Critical Success Factor #1 and #4**); B) Teaching must be data driven to exceed standard school wide, thereby requiring, further professional development (**addresses Critical Success Factor #2 and #7**); C) Students need to opportunities for career exploration that tie learning to the world of work (**addresses Critical Success Factor #3 and #4**); D) With a campus economic disadvantage rate of 98%, family social service supports are vitally needed (**addresses Critical Success Factor #5 and #6**); E) Parent and family engagement strategies are needed to address the digital divide as well as improve family literacy in English and Spanish (**addresses Critical Success Factors #5 and #6**).

**Evidenced Based Model Selection:**

Researching evidenced based strategies that addressed these types of needs with a minority population, led the leadership team to select the Positive Action Strategy under the Whole School Reform Model choices. This model integrates well with the existing Early College High School Model since it too is a Whole School Reform Model. By providing a well-balanced program students have ample opportunity to grow and provide any opportunities in the school program with high expectations that are best suited for each student according to their individual learning plans while simultaneously advancing whole school reform. Since the campus is already designated as an early college high school campus, but the poverty and language barriers confronting students are grave, a whole school reform model is needed to advance academic achievement beyond standard and achieve college readiness, college success and dual enrollment.

**Process Becomes Means to Continuous Improvement:**

The stakeholders represented on page 30 and others will be engaged throughout the life of the project and together establish ongoing communication for continuous improvement. This will be conducted through surveys, focus groups and town halls. The project manager will regularly report grant progress and problems encountered to the supervisor of the project manager and to the chain of management. Benchmarking interventions and work with the grant compliance consultant as well as the Positive Action Whole School Reform Model Developer, Educate Texas for continuous improvement will together provide the foundation of systemic change sought through this project.

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation  
     ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround  
     ☐ with Rural LEA Flexibility modification
- ☒ Whole-School Reform
- ☐ Restart
- ☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the needs of the campus utilizing all data, a **Whole-School Reform model**, with the evidenced based strategy and multi-site studies associated with the Positive Action Strategy as highlighted on the Department of Education, *What Works Clearinghouse* evidence standards. The gains demonstrated particularly in ELA was particularly attractive to SWECHS leadership and faculty. Additionally, the size and diversity of the student population tested was appealing. Contracted model developer will serve assist in the rigor of faculty professional development needed to fully implement the model. ***The SWECHS whole-school model through the Positive Action Strategy, aligns to the Texas Design, Early College High School Model and is therefore complementary. It will be implemented throughout the entire student body, as required.*** The SWECHS integrated model will address the following in a coordinated manner:

**Alignment of Critical Success Factors to Whole School Model and Sample Interventions for Population Needs**

Critical Success Factors	Whole School Model Components	Sample Intervention Actions
1, 3, 4, 7	School Leadership	Professional Development for rigor and Principal and Lead Team Positive Action Kits for school climate change
1, 2, 7	Teaching and learning in one full academic content area	Academic Content Area Coaching of Faculty
4, 6	Non academic supports for students	Afterschool Programs, Social Services and Workforce Solutions Youth Employment Referrals
5	Family and community engagement	PACES Program, Parent Center

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planning and Application Development Processes	Input from Major Constituencies & Planning Documents
<b>Weekly Committee Review of:</b> <ul style="list-style-type: none"> <li>- Student Data</li> <li>- ECHS Evaluation &amp; TAIS Eval.</li> <li>- Surveys (Student &amp; Parents)</li> <li>- Campus Improvement Plans</li> </ul>	<p><u>Development Committee included a representatives from:</u></p> <ul style="list-style-type: none"> <li>• Asst. Superintendent</li> <li>• SWECHS Principal and Leadership Team</li> <li>• Instructional Leadership Team</li> <li>• SWECHS Assessment &amp; Data Committee</li> <li>• District College Readiness Team</li> <li>• SWECHS Faculty</li> <li>• Student Council</li> <li>• Grant Compliance Team</li> <li>• Consultants (Educate Texas, Model developer)</li> <li>• Support Staff</li> <li>• Parents</li> <li>• Community Partners               <ul style="list-style-type: none"> <li>- Workforce Solutions</li> <li>- Business Leaders</li> <li>- City Representatives</li> </ul> </li> </ul> <p><u>Planning Documents Included:</u></p> <ul style="list-style-type: none"> <li>• STAAR Report with Indices Review</li> <li>• Campus Improvement Plan</li> <li>• PEIMS Data</li> <li>• Student Survey Results</li> <li>• Strategic Plan</li> <li>• TEA ECHS Evaluation Review</li> <li>• TAIS Progress – Internal Monitoring</li> <li>• Campus Technology Evaluation</li> <li>• ECHS Stakeholder Feedback Diagnostic</li> </ul>
<b>Summer Lead Team Completion of Need Assessment &amp; Analysis</b> <ul style="list-style-type: none"> <li>- Identified Strengths</li> <li>- Identify Weaknesses</li> <li>- Identify Gaps</li> <li>- Identify Major Problems</li> </ul>	
<b>Identify Project Focus by Admin.</b> <ul style="list-style-type: none"> <li>- Identified Goals,</li> <li>- Objectives,</li> <li>- Strategies</li> </ul> <p>To address identified problem and</p>	
<b>TTIPS Lead Team Strategy Design</b> <ul style="list-style-type: none"> <li>- Conduct Research</li> <li>- Model Selection of Whole School Reform with ECHS Model in place</li> <li>- Select Activities and Deliverables</li> <li>- Establish Timeline</li> </ul>	
<b>Grants Dept. Submission</b> <ul style="list-style-type: none"> <li>- Draft proposal</li> <li>- Constituent Review</li> <li>- Edit</li> <li>- Submit</li> </ul>	

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**Schedule #14—Management Plan**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	1 District Coordinator of School Improvement (DCSI) required	Serves as Project Director, oversees the fidelity and implementation of the Whole School Reform Model, Positive Action Strategy and integration of the TAIS upholding the Critical Success Factors; hires and supervises project personnel. Position already in place funded by the district.	Masters or EdD in Education with experience in school reform with training in TAIS integration and the Critical Success Factors; must have experience as a principal.
2.	Project Director	Oversees implementation of the grant, making sure all goals and objectives are met. Coordinates professional development. Works closely with model developer, technical assistance advisor and DCSI for systemic change. Will be housed at central office.	Master's Degree in Administration. Experience in school management, preferably former principal.
3.	Project Coordinator	Oversees staff and day to day operations of the grant. Oversees data collection efforts. Works closely with the Project Director. Will be housed at campus.	Bachelors in education with a Master's Degree preferred. Grant management experience preferred.
4.	2 Core Instructional Coaches (1 Per Content Area)	Instructional Coaches will mentor teachers to implement new instructional strategies that result in improved student outcomes. Must be familiar with TAIS and Critical Success Factors.	Teaching certificate in content areas
5.	1 Social Worker	Assess, counsel and refer students and families to community services to facilitate family strengthening which supports student achievement. Must also be familiar with student success measures.	Masters in Social Work with academic advising experience
6.	CATE Specialist	Conduct student advising as related to career and technology opportunities in high school and college opportunities to fulfill the goal of each student graduating with a post secondary plan.	Bachelors in education with workforce development experience preferably. Experienced classroom management with one on one advising expertise.
7.	1 Data Clerk	Responsible for compiling data and reminding project staff of items needed; organizing and maintaining project calendar by timelines.	Associated degree preferred; grant experience preferred.

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Model Developer	Educate Texas will serve as consultant that facilitates the systemic change through the Postive Action Strategy implementation	Consultant in strategic change models with a history of working with TEA regulations and has expertise in Whole School Reform
2.	Technical Assistance Consultant	Will provide technical assistance for grant compliance with model fidelity to Whole School Reform	Veteran educator experience with TEA compliance background as an evaluator.
3.	School Climate Training (PBIS)	Will focus on CSF in climate change with proven strategy implementation success in similar districts with like demographics	Expertise in PBIS with veteran educators that have real classroom experience to draw from; competitive bid
4.	Project Based Learning	Will focus on CSF in teaching strategy and teacher quality with proven strategy implementation success in similar districts with like demographics	Expertise in Project Based Learning with veteran educators that have real classroom experience to draw from; competitive bid
5.	College Readiness Testing Services	For 100 students – Acuplacer, TSI	Competitive bid, off district vendor list
6.	Data Analysis Consultants	Will focus on CSF in data driven teaching and curriculum writing with proven strategy implementation success in similar districts with like demographics	Expertise in Data Analysis with veteran educators that have real classroom experience to draw from; competitive bid
7.	Sheltered Learning Instruction Training	Will focus on the needs of the ELL population with successful strategies for data driven instruction. Must have implemented successfully in other districts	Expertise in Sheltered Learning Instruction with veteran educators that have real classroom experience to draw from; competitive bid

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The management structure is intended to ensure that all aspects of the project can be implemented smoothly and effectively. The District Coordinator for School Improvement (DCSI) position has already been established by the district. She will serve as supervisor as to the Project Coordinator which will be the first position hired. The DCSI will serve as the Project Coordinator should the Project Coordinator not be able to serve. Cross training of the instructional coaching staff will allow program strategies to continue and outcome measures to be met.

The Project Coordinator will be responsible for hiring the teaching and staff positions. The first year will serve as a planning year. A grants manual will be compiled with policies and procedures will be drafted to ensure succession in grant management should there be need. (TEA has templates for such grant manuals.) The Project Coordinator will be responsible for ensuring integration of the project into the district culture. The Project Coordinator will serve as liaison with the other members of the PSJA ISD Superintendent's Cabinet to ensure ongoing support for project sustainability within the district. One hundred percent (100%) of the Project Director's time will be dedicated to facilitating the implementation plan. All FTEs mentioned in this grant serve 100% of their time to ensure 100% dedication to whole school reform.

A Project Advisory Committee will be formed with key and representative staff, parents and community partners. In addition to the Project Director, other Project Advisory Committee members include: the Principal; heads of each partner agency, Workforce Solutions, South Texas College and the Cities of Pharr, San Juan and Alamo; College Success Case Managers; Core Content Coaches and district job shadow coordination. The Project Advisory Committee's Team will be dedicated to project implementation, and their time will be provided in-kind to the project from other district resources.

The Project Advisory Committee will be responsible for providing ongoing guidance for program implementation, ensuring that all aspects align with districtwide efforts. The Project Advisory Committee will also ensure cross-training of staff. Cross training of responsibilities provides for a smooth transition if succession of the Project Director is needed.

**The highly qualified staff** will be identified by the Project Director and Advisory Project Committee as a key component for success. Bilingual, cross-cultural teaching and mentoring experience is essential since the student population is a majority ELL population. Each project staff member will be skilled in strong leadership qualities, experience with group dynamics, presentation skills, and the ability to work effectively with many different people in different settings. Each staff member will have adequate guided preparation time to become familiar with all program aspects and will assist with the seamless and effective implementation of all program deliverables. Each project staff member will be under the dual, direct supervision of the Principal and the Project Director.

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Obvious Keys to Sustainability are:** fidelity to the school reform model, district commitment, the institutionalization of the District Coordinator of School Improvement (DCSI) and building a community of support from the outset of the project.

**The Charge of Sustainability: The Project Advisory Committee**

The TTIPS Project Advisory Committee is tasked with developing a sustainability plan along with the strategic plan on whole school reform. Their mission is two fold, 1) how to fund reforms after the grant cycle is over and 2) how to maintain gains from long term systemic change.

**1.) Developing Support From Year 1**

It is likely that whole school reform has not been attempted at this level with a homogenous Hispanic campus where one third of the student population is ELL. Data collection, methods and the success or failures of strategies tried will be critical to marking the success or failure of the project. A road map of school reform for Hispanic students can be written and published. Data and lessons learned will be helpful and replicable for similar populations. Foundations interested in Latino student success, college readiness and college transfer will be very interested in the project. Texas Foundations such as Brown and Meadows will have interest and national foundations such as Lumina and Ford Foundations will have interest in sustainable project outcomes. The Project Advisory Committee will begin conversations the first year of the grant and send annual reports to interested parties regarding the journey of school reform.

**2.) Central Key to Sustainable Change: Professional Development**

The needed professional development which is an assessed problem area when addressed by institutional coaching models will actually become a strength for sustainability. Teacher capacity is literally the insurance for institutionalization of reforms. Part of the whole school reform and cultural change sought will be achieved through professional development and the ongoing culture of data driven instruction. Emphases on the following components will institutionalize change.

**A.) Instructional Coaching**

Whole School reforms are enhanced by instructional coaching. Facilitators will be able to show aspiring and experienced coaches how to get teachers on board, observe teachers, provide model lessons, and engage in reflective conversations. Workshops and one on one sessions will include group discussions about:

- Incorporating the essential components of coaching
- Fostering positive communication between coaches and teachers
- Understanding the relationship between effective teaching and behavior, content knowledge, direct instruction, and formative assessment.

**B.) Sheltered Learning**

The Sheltered Learning Model has had success with English Language Learners. The SIOP Model incorporates sheltered learning in eight components, each of which are supported by empirical studies. The model itself has a growing research base (Short, Eche-varría, & Richards-Tutor, 2011). The SIOP Model's 8 components and 30 features provide the framework for planning integrated language and content lessons, and the model can be used as a valid observation instrument as well (Echevarría, Vogt, & Short, 2008, 2010; Guarino et al., 2001). The eight components are Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery and Review/ Assessment.

By establishing coaching, sheltered learning as standards of professional development that will change instruction, create and enhance outcomes and be integrated daily in instruction. Therefore, capacity for the systemic change will be built inherently in our delivery model.

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**Schedule #15—Project Evaluation**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The very process it took to develop this grant proposal is the process that will be utilized to further develop achievable objectives, strategies and activities with timelines for exiting low performing status. Year 1 will involve intensive needs assessment, problem definition, data analyses for root causes, adoption of strategies to address root causes, training in strategies and further learning and application of whole school reform model to be embedded in the ECHS model to address identified problems. Thereafter initial benchmarking will take place. This process will yield a strategic plan for achieving measureable outcomes. Detailed performance measures will be developed similar to the sample below.

PS/ Root Cause #	Achievable Objectives/ Outcomes	Strategy/Intervention
1.	ELL scores will improve in each test subject by at least 15%.	Effective implementation of ELPS: 100% of teachers will be trained in ELPS and proficiency Level Descriptors and will implement them successfully in the classroom.
2.	70% of all testers will meet standard on ELA EOCs.	All stakeholders will be trained on the accountability system.
3.	Meet or exceed the index standard of 60%	100% of teachers will be trained and will implement rigor and relevance strategies. 100% of targeted group will be engaged in intervention.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Data Collection and Reporting** includes evaluation monitoring visits every semester with the establishment of ongoing data collection benchmarks. Semester reports will be due one month after the semester closes, prior to TEA report due dates. Baseline measures will be established the first semester with last year's academic measures for identified students. Monthly progress to goals will be kept by instructional coaches. To ensure that data are collected in an appropriate and reliable fashion, each Content Area Coach will compile data sets of their team of teachers over their prescribed interventions.

Sample Measure Type	Data Examples Include But Are Not Limited To:
Participation rate at activity level	Teacher sign in sheets to training; subgroup intervention rosters for sheltered learning experiences
Dosage rates of an intervention per student	Weekly lesson plans on strategy with monthly benchmarks and coaching observation tracking sheets
Teacher practice observation rates – 100% for whole school reform required	Coach walk through logs weekly; administrative walk throughs monthly
Academic Outcome Data at the activity level	Weekly, monthly benchmarking dependent on measure

Instructional Coaches will working directly with the Project Coordinator, Model Developer and Technical Assistance Advisor to learn the evaluation system. With all the staff collecting data and maintaining data.

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**Schedule #15—Project Evaluation (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The project will focus on answering several pertinent evaluation questions and collect data addressing the objectives as well as additional qualitative data will be used to help answer the questions. The evaluation questions will be finalized by the evaluation advisory committee once funding has been awarded. The evaluation will answer two critical questions. a.) Has the program been implemented as planned? b.) Have significant improvements in overall school performance? The evaluation plan consists of two major components: assessment of program implementation (process evaluation), typically involving the activity objectives and assessment of program impact (outcome evaluation), typically the evaluation of the project goals. Both qualitative and quantitative techniques will be used in assessing implementation and program impact for a formative and summative analysis of data. The evaluation plan will treat the following items.

1.) What types of data will be collected? Data collection activities will focus on the collection of data to measure both the effectiveness of the implementation of the strategies and activities described in the project design and formal outcomes. Implementation and outcome objectives have been developed, along with a preliminary evaluation management plan to guide data collection efforts of qualitative and quantitative data.

2.) When various types of data will be collected? In most cases, responsibility for data collection will be shared by the project counselors, under the direction of the Project Coordinator, TTIPS Advisory Committee members and other school site staff. Appropriate qualitative and quantitative data will be collected according to logical breaks in service. Timelines for data collection types will follow the college semester calendar with pre-test measures at the beginning of the semester and post-tests at the end of the semester. Baseline measures will be established the first year for all quantitative data the first semester and qualitative data measures generally will be taken at the end of the college school year calendar.

**Analyze Data for Decision-Making**

The implementation data collection is designed to facilitate timely formative feedback for district and project leadership. At several intervals throughout the year, the designated internal monitor and technical assistance provider will provide feedback based on data from participants on the usefulness and effectiveness of the program interventions and structure. A mid-year report will be submitted to administration and the TTIPS Project Advisory Committee. The end of the year report will focus on implementation findings, descriptive statistics associated with the proposed measures, and the impact analysis. Each report will follow the guidance provided in "Reporting the Results" of Your Study made available from the What Works Clearinghouse. These reports will be provided to the project advisory committee as a whole so informed decision-making in a shared leadership process of the partners and project advisory committee members can be conducted.

**Continuous Feedback and Improvement** is the primary task of the TTIPS Project Advisory Committee and the Project Coordinator will ensure the adequacy of procedures for continuous feedback for informed, timely decision making that improves the operation of the proposed project. The DSIC and SWECHS Principal were vitally involved in the design of the project from its inception. She has guided and shaped the program to address specific needs and has served as an advocate for the dropout recovery community by identifying gaps in services, and in addressing areas where improvement was strongly needed. The Project Coordinator and Principals will also be responsible for communicating all needs, gaps, goals, and progress to the PSJA ISD School Board members and Senior Cabinet.

**Annual Evaluation Report** - At the end of the project year, after all the necessary data are collected, analyzed, appropriately formatted, and summarized, a comprehensive written report will be prepared for dissemination to all appropriate stake holders. The report will include (1) the project's nature and its stated goals, (2) purpose of the evaluation and its guiding questions, (3) a thorough summary of findings, (3) a set of conclusions based on actual findings, and (4) recommendations, as necessary.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's TTIPS Advisory Committee utilized a rigorous process to select high-quality external providers to conduct services and deliver products that would be instrumental to the school reform. In order to ensure the proper external providers were selected, the campus first reviewed needs of the campus, the goals of the program, and the planned services and initiative. Based on this information, the Advisory Committee categorized the types of eternal providers that would be required. This included Professional Development Trainers, Technology Vendors, External Evaluation Team, Curriculum Vendors, and more.

**Pool of External Providers Identified:** With this list in hand, the TTIPS Advisory Committee began searching for possible providers in each of the identified categories. Input was solicited from previous TTIPS awardees, top performing districts and campuses; and neighboring districts. These among other identified providers were researched in order to be presented for review during the next scheduled Implementation Meeting. Among information that was obtained was:

- **Menu of Services** – It is the intent of the TTIPS program to provide teachers, students, staff, parents, and community members with a wide-range of professional development training, products, and services that will ensure the district exits needs improvement status;
- **Level of Experience** – The district researched the number of years of service and requested information pertaining to the level of experience of the staff and CEO and a list of previous clients. Any individuals that did not have at least 10 years of experience in providing services in the same category were notated. Additionally, previous clients of each provider were contacted in order to solicit feedback;
- **History of Prior Success** – As part of the feedback that was solicited from previous clients, information was requested regarding the degree to which the services provided had been successful in achieving the intended results;
- **Associated Costs** – A breakdown of fees were researched in order to create cost comparison sheet per category. Providers with the best cost per service were notated.

During the meeting, the Positive Action Committee reviewed the list that included all of the research that had been gathered. Based upon the information, the Positive Action Committee selected various vendors from all categories that would be considered. These individuals would be scheduled to provide a product demonstration for selected teachers, staff, and the principal, as well as to provide a bid or invoice for identified services.

**Final Selection and Procurement:** Once all demonstrations were provided conducted, a provider for each category was selected. As per district's policy, if awarded, any invoice that exceeded \$10,000 and all contracted consultants of any amount will be scheduled to be presented for school board approval during the next scheduled school board meeting as per MISD's procurement policy.

**Contracting Risk-Assessment:** The Positive Action Committee assessed how the contracting of each external provider would support the TTIPS goals for campus reform and how the relationship would be managed. Areas of concern that were identified was the threat of security issues related to the accessibility that would be granted to technology and students. The campus was aware that by allowing access to any provider to install technology and/or software in the district, student, teacher, and staff records were at a risk of being compromised. In addition, by allowing external provider access to the campus, they would also gain access to the students. To minimize the threat to students, teachers, staff, and parents, the district will enforce a policy that required all providers pass a criminal background check prior to being admitted on campus property. This will include any individual that is employed or subcontracted through the agency to provide any level of service at the campus. In addition, each provider will be required to submit a signed Confidentiality Form. This form will help to ensure students, teachers, staff, and parent's information is protected as required by FERPA.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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External providers will be reviewed each semester. The District School Improvement Director (DSIC) will be responsible for the oversight and management of TTIPS grant providers but will take into account the feedback of direct service staff. The TTIPS Advisory Committee will also review the deliverables outlined in the each provider contract.

PSJA ISD has a performance review form which has been adapted for providers. Providers will report on their deliverables each semester to the DSIC who will report to the TTIPS Advisory Committee. Provider performance will be based on contractual deliverables as well as excellence and professionalism.

Should corrective actions be called for, informal conversation will be sought first with a warning and a corrective action plan established with a timeline established for changes. Because annual progress must be made towards outcome measures, replacement must happen quickly. Every effort will be made to find a replacement provider within the semester.

Consultant review follows the McRel Teacher Evaluation Components that PSJA ISD uses.

- Orientation
- Self Assessment & Goal Setting
- Pre-Evaluation Conference
- First Formal Observation
- Mid Year Conference
- Second Formal Observation
- Summary Rating and Final Conference

Note that end of semester reports follow formal observation schedule. For consultants both interaction with teachers and staff for professional development and written reports are taken into account for evaluation purposes.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: <b>108909</b>		Amendment # (for amendments only):
<b>Statutory Requirement 3: Pre-Implementation Year.</b> List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	Advertise vacancies for staff and contractors immediately upon award	
2.	Procure contractors by February 2016.	
3.	Hire, place and orient TTIPS staff by mid March 2016.	
4.	Execute partner contracts, model developer and technical assistance adviser by March 2016.	
5.	Establish grant reporting protocols and grant management materials by May 2016.	
6.	Make grant announcement to the public.	
7.	Convene SWECHS TTIPS grant advisory committee members by January 31, 2016 to establish committee goals, operations and schedule of meetings	
8.	Train instructional coaches by June 30, 2016.	
9.	Implement data driven strategy protocol over the Summer 2016.	
10.	Create and implement student support criteria and launch student support services by May 2016.	
11.	Develop protocol for selection and launch job shadowing and on the job training component with case managed students by June 30, 2016.	
12.	Implement parenting component (summer outreach and adult education classes) aligned with Parental Engagement Department by June 1, 2016.	
13.		
14.		
15.		
16.		
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19.		
20.		

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Integration of Whole School Reform Model – Positive Action Strategy to ECHS Model**

*The structure of the Whole School Reform is the ECHS Model which has been designated as such for five years. Scores have steadily climbed but intensive, rapid change is needed for this regional school of at risk and severely economically disadvantaged students. The Positive Action System is the form and substance of how to fulfill the ECHS Model. The Positive Action System is designed to meet the strategy requirements as an evidenced based intervention selection of the Department of Education What Works Clearinghouse.*

a. **To improve student academic achievement and attainment. Positive Action has multiple strategies to improve student academic achievement and attainment. They are:**

i. **To provide high-quality instruction and learning in English/Language arts and to provide extensive content on which to practice and apply the instruction so that deep learning takes place.** In order to identify and confirm that Positive Action teaches the English/language core content appropriately, the system has been aligned with the English/Language Arts Common Core. Positive Action has also aligned to the current English/Language Arts Standards for states that have not adopted Common Core standards. Positive Action has used standards alignment as a method of identifying and confirming its appropriateness, completeness and accuracy as a program for successfully teaching and learning in English/language arts. The alignment analysis shows that on average, Positive Action lessons align to approximately 11 standards and six expectations per lesson. This analysis indicates that students have continual opportunities to practice and be positively reinforced for achieving the standards correctly.

ii. **To use ample, engaging content to motivate students to learn the English/language arts concepts and standards.** All students are taught age-appropriate Positive Action lessons with engaging and inspiring English/language arts content. The large assortment of curriculum activities and materials includes stories, games, dramas, poetry, class discussion, manipulatives, age-appropriate puppets, art projects, songs, posters, journals and many others. The system is a year-long curriculum with 140 fifteen-minute lessons on each grade level that they enjoy learning and look forward to participating in.

iii. **To teach directly the skills for higher-order thinking, which are priority goals of the STAAR Standards and the other states' standards.** Positive Action teaches higher-order and critical thinking by teaching students the whole process of thinking. Its Think-Act-Feel circle shows them that they have a thought that leads them to an action and the action leads to a feeling about themselves, which leads back to another thought. Comprehending and consciously applying this intuitive approach to the thinking process adds breadth and depth to their thinking and shows them the relationship of thinking to behavior and feelings of self-worth. This higher-order thinking benefits their learning ability and adjustment to life.

iv. **To teach thinking skills directly.** Of the six units taught at all grade levels, half of Unit 2 is devoted to teaching thinking skills—the positive actions of the intellectual area. In this unit, important thinking skills such as problem solving, decision-making, reasoning, thinking creatively, memorizing and forming good study habits are taught directly with useful tools and experiential practice to solidify the learning. When students learn these thinking skills, they are conscious of them and can use them intentionally to achieve more and feel better about themselves. Units 3 through 6 extend these skills. The Positive Action curriculum encourages students to work together in pairs, small groups and at the classroom level to use their newly learned intellectual and social-emotional skills through teamwork.

v. **To intrinsically motivate students to achieve and attain in academics—language arts specifically.**

Positive Action teaches that you feel good about yourself when you do positive actions, and that learning to read, write, listen and obtain other English/language arts skills are positive actions important to building feelings of self-respect. This is important, because feeling good about oneself is a very powerful intrinsic motivator.

These skills are precisely those needed for college readiness and college success. For this reasons, the models integrate through teacher training, mentoring and accountability. The model developer, Educate Texas has established evaluation structures for how implementation of strategies works best.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 Implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

N/A

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

N/A

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

N/A

Describe how the evaluation system was developed with teacher and principal involvement:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

N/A

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

N/A

Describe the criteria established for educator removal:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Whole School Reform Model for successful implementation and student outcomes, requires student supports other than academic supports. SWECHS Leadership Team has identified three ways to support students.

- 1.) **Student Support Social Services** – Given the 99% economic disadvantage rate of the campus, there are many students and families who require social services. For this reason, the project design calls for the hiring of a social worker to coordinate district and community social services. Coordinated services might include referrals and coordination with the Food Bank of the RGV, Palmer Drug Abuse Treatment and Prevention services, SNAP enrollment, Tropical Texas Behavioral Health Services as well as others.
- 2.) **Workforce Solutions Partnership** for students to participate in youth employment internships to experience the relevance of their learning to the world of work. PSJA ISD has an MOU signed with Workforce Solutions already.

The supported employment component will feature the opportunities in the high demand fields of our region as demonstrated by the data below. They have been jointly identified as demand sectors for the Rio Grande Valley of south Texas identified in partnership by Workforce Solutions and community based stakeholder, RGV Lead. Partner Workforce Solutions will leverage two programs for students, **Work Experience** and **On The Job Training** to prepare students for high demand, high wage careers. **Work Experience Program is supported by WIA Funding.** Work Experience is a planned, structured learning experience that takes place in a workplace for a limited time period. Work experience may be paid or unpaid, as appropriate; a work experience workplace may be in the private for-profit sector, non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship exists, as defined by the Fair Labor Standards Act (WIA § 663.200 (b)). Students successfully participating in the work experience activity will be compensated according to minimum wage standards or the prevailing wage as set by the employer. **On-the-Job Training (OJT) is supported by WIA Funding** provides a unique opportunity for business to receive partial reimbursement of employee wages for training a full-time employee. The training is job-specific with a focus on the attainment of knowledge and measurable skills essential to the job. A percentage of the trainee's wages are reimbursed to the employer for the extraordinary costs of providing the training, reduced productivity, and additional supervision related to the training. The percentage of reimbursement varies from 50 to 90 percent depending on the funding source and the size of the employer. The length of training is limited in duration appropriate to the occupation for which the trainee is being trained and taking into account the content of the training and the prior work experience of the trainee. The maximum length of an OJT contract is six months.

### 3.) **Family Strengthening Activities through Parental Engagement Programming & Campus Parent Center**

The mission of The PSJA Parent Engagement Program to develop powerful strong relationship with family, school and community partnerships to strength schools, improve student achievement, and increase opportunities for families to be actively engaged in their children's learning by providing education and supportive services that will empower and strengthen parents and our community. A parent center will be established on campus that will provide: a) GED / ESL classes, b) Rosetta Stone computer based learning for up to 20 parents, c) family literacy activities, including library nights and conversational coffees for informal language practice and development. The grant funded Social Worker will lead the Parent Center with an emphasis on family strengthening. The social worker will be able to connect families with community resources and referrals for the necessities of life, counseling, advising. It will also include college preparation work with the family such as anticipatory socialization, financial aid assistance, college selection and liason work for college campus visits. The College Readiness Specialist and the CATE Transition Specialist will coordinate their family activities with the Parent Center schedule. Parent Center activities will be calendared and advertising through campus media in English and Spanish.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108909

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A – Complete, SWECHS already has ECHS Designation

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A – Complete, SWECHS already has ECHS designation.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

Indicate if the campus will partner with community-based provider to deliver the preschool.

N/A – Not appropriate to model selected

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A – Not appropriate to model selected

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A – Not appropriate to model selected

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 14: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A – Not appropriate to model selected.

Indicate the number of existing staff rehired for work in the turnaround model implementation:

N/A

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of new staff hired for work in the turnaround model implementation:

N/A

Indicate the start date for the new turnaround implementation staff, including rehires and new hires:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 15: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A – Not appropriate for model selected.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 16: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer you will partner to implement the whole-school reform:

**Educate Texas aligned with Positive Action Strategy**

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

Since 2004, Educate Texas (EdTX) has served as our state's only public-private initiative that focuses on increasing postsecondary readiness, access and success for all students by building partnerships, leading innovation, and scaling practices and policies with over ten years of supporting the development of ECHS. EdTX has designed numerous campuses and implemented a set of college-ready instructional strategies critical for student success and is therefore able to implement the Positive Action Model. EdTX will provide our proven and successful design and professional development services related to ECHS and other Whole School Reform Models. EdTX's Public Partners: Texas Education Agency (TEA), Texas Higher Education Coordinating Board, Texas Workforce Commission, Texas Legislature, Governor's Office, and, most importantly, 191 schools (ECHS, T-STEM Academies, combined schools, and charters) in 148 ISDs with 5,800 teachers and 225,000 students.

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

Positive Action has evidence of effectiveness that includes three studies that meet What Works Clearinghouse (WWC) evidence standards and found statistically significant favorable impacts. Positive Action has been WWC-listed since 2006. According to the WWC review, Positive Action **improved student achievement an average of 14 percentile points in reading and math** and improved student attainment by reducing retentions in grade and absenteeism. Positive Action, Inc. is submitting three studies for consideration: one quasi-experimental matched-control study that, because it included demonstration of pretest comparability on academic outcome measures, meets WWC evidence standards with reservations (Flay & Allred, 2003), and two randomized controlled trials (RCTs) that meet WWC evidence standards without reservations (Snyder et al., 2010; Bavarian et al., 2013).

**Achievement:** The Quasi-Experimental study (Flay & Allred, 2003), which used archival, school-level data from a large urban southeastern school district (primarily White, African-American, Hispanic, Caribbean and Native American students), suggested that Positive Action produced effects on multiple student outcomes during elementary school. These included a **45% improvement in standardized reading scores** (with this effect being larger in schools with higher proportions of students receiving free/reduced price lunch). This study also allowed for follow-up analysis of the performance of students in middle schools and high schools with different proportions of Positive Action graduates from elementary schools. Middle schools with higher proportions of Positive Action graduates reported a **21% increase in standardized reading scores and a 16% increase in standardized math scores**. High schools with higher proportions of Positive Action graduates also reported **improved scores on standardized tests: 11% for reading and 10% for math**.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Statutory Requirement 18: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students. List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Academic Performance/Improve the Instructional Program***

		Period for Implementation
1.	The campus will establish student achievement goals in reading using individualized data tools to monitor student progress through unit tests and periodic formative assessments to ensure student success on state assessments.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	The campus will establish student achievement goals in mathematics using individualized data tools to monitor student progress through unit tests and periodic formative assessments to ensure student success on state assessments.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Increase Instructional Coaching in core content areas to ensure best practices are utilized in instructional delivery, to increase rigor and relevance, ensure integration of the Common Instructional Framework (CIF) strategies across all contents, and to provide instructional support for teachers through coaching model.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Improve academic performance for English Language Learners students in reading/mathematics through the use of Sheltered Instruction. Sheltered Instruction strategies and English Language Proficiency Standards (ELPS) will be utilized to increase student achievement and to provide additional support for students with language barriers.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Align curriculum and instructional practices to ensure they are providing students exposure to college and career readiness standards, Texas Essential Knowledge and Skills (TEKS), and English Language Proficiency Standards (ELPS) to meet student needs with a focus on reading and mathematics.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Increase the number of students taking Dual Enrollment College Courses to increase number of students graduating with an Associate's Degree and High School Diploma.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	The <b>Positive Action</b> reform will be implemented that will provides curriculum kits for each grade level.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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**Critical Success Factor:**

***Increase Teacher Quality***

Planned Intervention		Period for Implementation	
1.	Provide opportunities for teachers to attend various professional development opportunities in all content areas, sheltered instruction, technology, STEM, and college and career readiness. (Regional, State, and National Trainings)	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Increase the number of professional development hours teachers participate in professional development training with a focus on reading and mathematics.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide instructional coaching support to build teacher capacity, ensure best practices include rigor, relevance, and relationships that are implemented in instructional planning and delivery of instruction, and support the Common Instructional Framework (CIF) strategies.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide Advanced Placement (AP) training for core content teachers so all core content teachers will be AP Certified and will increase number of students taking AP courses.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Promote the success of the school, encourage, and maintain Highly Qualified Teachers through Performance Based Incentives.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Provide opportunities for teachers to earn a Master's Degree in core content areas to increase student academic performance.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Teacher Evaluation will be utilized to ensure best practices for instructional delivery through the use of informal and formal walk-throughs, and through coaching provided to increase student academic performance.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:**

***Increase Leadership Effectiveness***

Planned Intervention		Period for Implementation	
1.	Provide leadership coaching to build leadership capacity through one-to-one coaching and team leadership coaching.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Provide a <b><i>Positive Action Strategy</i></b> with campus principal through a <i>leadership toolkit</i> to increase principal development as a leader.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Increase the number of teachers identified as having leadership qualities and assigned leadership roles.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide leadership professional development opportunities to support leadership professional growth through regional, state, and national leadership trainings.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Conduct on-going classroom walk-throughs to identify instructional needs and provide specific coaching to teachers to improve academic performance.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Provide leadership coaching to build leadership capacity through one-to-one coaching and team leadership coaching.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Provide an Administration Summer Leadership Residency	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**Critical Success Factor:*****Increase Use of Quality Data to Inform Instruction*****Planned Intervention****Period for Implementation**

1.	Provide data analysis training on collecting, interpreting, and analyzing student data to ensure staff are utilizing for instructional planning and instructional delivery of lessons to increase student achievement, increase graduation rate, increase dual enrollment.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Increase the percentage of teachers utilizing data for differentiating instruction to ensure ELL students' progress in the areas of reading and mathematics.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Increase teacher awareness of Collaborative Learning Communities Professional Learning Communities (PLCs) through trainings and use data to conduct collaborative PLC meetings to increase academic performance, and improve instructional delivery.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Create a master schedule that will allow content area teachers to cooperatively plan lessons and review performance data. Teachers will use data to develop, modify, and implement data driven instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Campus administration will monitor and analyze data with teachers to ensure student success.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Campus administration will disaggregate data and will create an action plan for teachers to provide instructional delivery of best practices to increase student achievement in all content areas.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.	Increase teacher awareness of Collaborative Learning Communities (CLCs) through trainings and use data to conduct collaborative CLC meetings to increase academic performance, and improve instructional delivery.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **108909**

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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**Critical Success Factor:**

***Increase Learning Time***

Planned Intervention		Period for Implementation	
1.	Teachers will administer pre-assessments, content based assessments, and benchmarks to monitor progress and target students based on data results in order to increase learning time.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Campus administration will create a monitoring plan to evaluate the effectiveness of all Increased Learning time opportunities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Identify ELL students struggling in core content classes and create Learning Academies that will be offered for students throughout the school year (before/after school, tutorials, extended day, Saturday tutorials, core content academies, and through Summer Bridge Program).	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide reading and math academic camps to increase student achievement in reading and math contents.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Provide college and career readiness camps that will increase awareness of college and career pathways.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Increase teacher awareness of Collaborative Learning Communities (CLCs)/Professional Learning Communities (PLCs) through training and book studies that will create opportunities for staff collaborative planning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Create an instructionally focused calendar that will allow flexible scheduling for increasing learning time opportunities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

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**Critical Success Factor:**

***Increase Parent/Community Engagement***

Planned Intervention		Period for Implementation	
1.	Increase opportunities for parents to provide feedback through annual surveys, needs assessments, and home visits.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Create a Parental Engagement campus-based center that will provide educational services for parents to be involved through parental involvement and growth to include but not limited to: parenting skills, study skills, nutrition, discipline, literacy, technology, and ESL/GED classes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Promote Parental Involvement by providing on-going communication through curriculum meetings, parent conferences, student conferences, campus initiatives that will promote parental involvement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Create community partnerships with community based organizations that will address social, emotional, and health needs of parent and child.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Create College and Career Readiness "Java Café Nights" for parents and students to learn and prepare for college and career pathways, promote STEM career pathways, and provide support for college applications, financial aid, information on college entrance examinations, scholarships, degree plans, and college and career advisement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Provide parental/community engagement outreach activities that will increase parental involvement.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Use <b><i>Positive Action Strategy</i></b> Kit to engage parents in messaging of cultural change.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **108909**

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**TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

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**Critical Success Factor:**

***Improve School Climate***

Planned Intervention		Period for Implementation	
1.	Positive behavior intervention strategies (PBIS) school climate training for all campus staff to create a safe learning environment that is appealing to all and conducive to learning.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Establish a PBIS Committee to support and monitor the implementation of PBIS system that will enhance classroom management and de-escalate and/or diffuse inappropriate behavior.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Implement a PBIS system to improve student discipline, increase student attendance, and to decrease drop-out rate.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Provide opportunities for all students to join extra-curricular clubs and organizations to increase student involvement in campus activities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Arrange for students to visit universities in order to gain awareness of college experiences and opportunities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Create a school climate survey that will provide opportunities for students, staff, and parents to provide feedback on school climate.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.	Provide direct social support through a campus-based Social Worker to meet the needs of students/parents in the areas of social, emotional, behavioral, and socio-economic issues.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

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**Schedule #18—Equitable Access and Participation**County-District Number or Vendor ID: **108909**

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **108909**

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108909

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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